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ABSTRACT

Sports and athletics belong to all cultures; at the same time aspects of them are typical of U.S. culture. As a theme they can be used as a springboard for a "transcultural dialogue" in the language acquisition process. A review of literature shows that very little has been written about developing language skills and cultural understanding through the correlation of athletics with the English as a second language (ESL) classroom. The notional/functional syllabus and the "threshold level" approach are studied for their appropriateness in integrating athletics and ESL class activities. The principal concern of the study is to present the topic of sports and athletics superimposed upon the following considerations in a situational application of a functional approach to language teaching: language functions; general notions; specific notions; setting; social, sexual, and psychological roles; style and register; stress and intonation; grammar; vocabulary; paralinguistic features; and cultural factors. Examples of class activities based on basketball, baseball, tennis, and track/jogging are provided for each category. The appendices provide definitions of the first ten categories used, a listing of selected language-functions, and a listing of idioms related to sports. (AMH)

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A Functional/Notional Approach to the Development of Language and Culture Through Four American Sports

by

S. Patricia E. Fisher, O.P.

Submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching English as a Second Language, Hunter College of the City University of New York.

1983

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HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
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Abstract - 100 word limit:

The essay maintains that the theme of sports, both inside and outside of school, is a transcultural one due to its universality. Sports, therefore, presents the ESL instructor with a perfect opportunity not only to introduce language and culture but also to utilize the social situation of the physical education program at the secondary level. The researcher considers the application of the functional/notional approach because it concerns itself with communicative competence while not losing sight of structure and grammar. Throughout, the essay presents samples of the components and considerations that a functional/notional approach to the theme of sports would entail for the ESL instructor attempting to utilize that approach.

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I. INTRODUCTION

What does it mean to a non-native speaker to hear such phrases as: "broke a record," "struck out," "the ball's in your court," "set the pace," or "double-faulted"? Native speakers of English have little difficulty understanding these phrases or making the appropriate analogies to the referential circumstances that occasioned them because these expressions are associated with sports and athletics which are so much a part of our American culture and spirit.

Consider how much attention is given to sports, athletics or general physical fitness in the United States. Written material abounds on the subject; whole magazines and journals are devoted to it; major newspapers, news radio and television programs reserve portions of their media time to bring professional or college level games and their results to enthusiastic audiences coast to coast. Cable television brings this enthusiasm closer to "home base" by covering local community, high school or even little league games or, perhaps one would like to participate without "working up a sweat,"--the onslaught of home video games has made that a possibility with a full range

of simulated sports. Finally, as if all this were not enough to satisfy the public's interest, some major cities, like New York City, even have a Sports phone number to call for taped results of games.

So we see that this phenomena of sports in the United States generates a variety of participatory roles: as player or spectator; either on site or in the home; and, no matter what role a person might choose, underpinning the enthusiasm and emotional reactions are local, state or regional ties, educational or military roots, or any variety of reasons, all of which are valid, as each American chooses to relate or identify with a particular player, team association or sport in general.

This identification certainly has brought many expressions into our language, as mentioned before, and also has had a great influence on American dress. The latest dress trend has gone beyond the sports look to sportswear itself being considered fashionable and worn in a number of circumstances that have no direct relation to playing sports or performing athletics.

Although sports and athletics pervade American culture, there is a universality to them which peoples from other countries and cultures also relate to. There are

world-wide professional events as well as the popular amateur events of the famed Olympics and Pan American Games which encourage young athletes of both sexes to demonstrate their prowess in a spirit of healthy competition and nationalistic pride.

Since sports and athletics are typically American yet universally belong to all cultures, as a theme they can be used as a springboard for "transcultural dialogue"[1] in the language acquisition process. There has been little written about developing language skills and cultural understanding through the correlation of sports and athletics with the ESL classroom; therefore, it is the purpose of this essay to demonstrate the feasibility of such an approach and its cognitive and affective benefits, particularly on the secondary level of education.

Physical education as a mandatory requirement on the secondary level necessitates participation by all, including the ESL student. While it is not the purpose of this essay to expound on the goals and objectives of the physical education curriculum, it is important to point out a few that might affect the ESL learner in particular.

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[1]David L. Szanton, "Cultural Confrontation in the Philippines," in Cultural Frontiers of the Peace Corps, ed. Robert Textor, with a Foreward by Margaret Mead (Boston: The Massachusetts Institute of Technology Press, 1966), p. 54.

Fostering the concept of teamwork calls for certain social interaction; fostering the concept of healthy recreation has psychological benefits for the whole person; fostering a healthy attitude toward competition deals with the psychological effects of winning and losing; and, of course, fostering a spirit of fair play by the rules of the game also has social and psychological ramifications. Another aspect of the physical education program is its outgrowth of after school activities which branch out into particular sports such as baseball, basketball or track to name a few. These often serve as focal points of school social events which foster school spirit as the audience participates in cheering for their school team.

Since the ESL learner's cultural background might have similar or different attitudes and stereotypes concerning these activities, some preparation in the classroom to assist the ESL student in his or her participation and understanding of sports in the American tradition would not be time wasted. In fact, timed appropriately, the ESL learner would be given language vocabulary and structure that could be used immediately in the other situation of the physical education program. More than likely, because athletics is so universal, this topic will also be one in which the ESL learner can feel comfortable and not so alienated and therefore can respond better.

The researcher's personal involvement with this topic came as a result of being a sports director in a summer camp for minority teenage girls of various cultural and linguistic backgrounds. Naive at the time, without too much thought as to the implications these cultural diversities would have upon the playing of a game of baseball, the writer simply plunged into the sport and watched an American tradition turned into chaos on the field because of the diversity of the girls' backgrounds, their lack of social interaction and poor self-concept which militated against their being able to accept defeat in a healthy spirit of competition.

Sports, during sports time, were postponed while the writer took groups for a discussion of values and the importance of teamwork. During these group sessions, the girls listened to one another as each explained some of the popular sports of her own country and how they were played. The sessions also gave the girls opportunities to express feelings regarding their own personal successes and failures and related those feelings to their actions while playing sports. The subtle nuances of tone and undertone were explored by listening to commands and orders and then by practicing them with each other. This practicing of communicative interaction helped the girls to listen to each other's tone while under emotional stress and alle-

viated the tension of misunderstanding among them while playing sports. After working in this way, modified rules of play were drawn up, agreed upon, and then put into action. What had begun as chaos and frustration ended in enjoyable fun and a healthier attitude towards recreational time.

This past experience led the researcher to reflect on the possible utilization of this theme in the ESL curriculum on the secondary level. During the researcher's course of study in TESL, various materials, curricula and methodologies were presented, examined and discussed; however, very few mentioned using sports as a particular theme although a great number suggested games to develop language through drills. Most student texts referred to sports in a passing way by using the name of the sport in one of several sentences designed to practice a grammatical structure. The researcher did find an essay on American Sports in a student text which was designed, according to the Preface, "for use in classes where reading skill is a primary goal or where reading is used as a basis and model for writing."[2] This essay, while perhaps accomplishing the design of the book, in itself presented advanced vocabulary, was blatantly sexist and already out-of-date since it never mentioned the craze of track/jogging that has swept the United States.

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[2]Gladys G. Doty and Janet Ross, Language and Life in the U.S.A. 3rd ed. (New York: Harper & Row, Publishers, 1973), p. vii.

Clearly, the aforementioned sports presentation is not what the researcher envisions. What is envisioned is a topic situational approach involving four popular American sports/athletics: baseball, basketball, tennis and track/jogging which would commonly be played or experienced at the secondary level. The presentation should involve active language exchange between various interactants in various settings and roles, all of which have cultural overtones and, therefore, affect the ESL learner in his/her most vulnerable area: socio-linguistic competency. This area is widely discussed in the TESL literature and succinctly summarized by Mark A. Clark when he says, "... student's difficulties in learning a second language often stem...from their lack of understanding of the social context of the language."[3]

Understanding the social context and social appropriateness of utterances is one of the main objectives in the functional/notional approach to the language learning process.

> It will be clear that a functional/notional approach to course design is concerned as much with the rules which are a part of the system of social behavior as with grammar rules; it requires the student to produce the language which is not only

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[3]Mark A. Clark, "Second Language Acquisition As A Clash of Consciousness," Language Learning 26 (December 1976): 378.

grammatically acceptable, but socially appropriate in any given situation.[4]

For this reason, the researcher would present this topic of sports/athletics through an overview of the functional/notional approach keeping in mind its emphasis on unit/syllabus design and its concern with social interaction as well as grammar and structure.[5]

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[4]L. G. Alexander, "Materials Design: Issues for the 1980's A European Point of View," in Second Language Classroom, eds. James Alatis, Howard Altman, and Penelope Alatis (New York: Oxford University Press, 1981), pp. 250-51.

[5]Ibid., p. 263.

II. EXPLORATION OF EXISTING LITERATURE

The researcher stated before that there has been a great deal written about sports and athletics in general, but little material has been written on the particular topic from an ESL point of view; nevertheless, in the TESL literature, material can be found which discusses culture and the need for social interaction. This then can be applied to substantiate the usefulness of such a topic at the secondary level.

In a paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, H. Harrison Clarke presented Trends in Physical Education: A Personal Perspective, in which he traced the physical fitness phenomena in this country prior to World War I through to the present. His findings point out the degree of influence sports and athletics have on the American way of life. Also, he mentions that a significant aspect of the report was to align physical education with total school purposes. He continues by mentioning the President's Council on Physical Fitness and Sports, begun by Dwight D. Eisenhower and continued by all subsequent Presidents, as having a strong physical recreation program which began to exert a national influence on

the nature and content of physical fitness programs in schools and colleges.[6]

Mr. Clarke also quotes some interesting statistics made at the 1979 White House Symposium on Physical Fitness and Sports Medicine: fitness trails were built in more than 1,000 cities during the 1970's; sales of sporting goods and related equipment and clothing approached $15.4 billon in 1979, a six-fold increase over 1960; and, approximately 18 million boys and girls took the National Youth Fitness test last year (1980). He concludes by saying:

> We are now riding a crest that should continue to mount ever higher as more and more Americans realize the importance of exercise as a way of life and incorporate it appropriately into their everyday lifestyles.[7]

On the other hand, as mentioned in the introduction, other countries also share an affection for physical recreation and sports. In 1966 the 17-member Council of Europe inaugurated the concept of "Sport for All" and officially adopted it in 1976. Various organizations such as the National Association for Sport and Physical Education, the American Council on International Sport and the United States Sport Academy have initiated small scale sport and

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[6]H. Harrison Clarke, Trends in Physical Fitness: A Personal Perspective (Boston, MA: ERIC Document Reproduction Service, ED 202 853, 1981), pp. 3-18.

[7]Ibid., p. 20.

physical education exchanges with Mexico, Iran and the Middle East; Partners of America, a segment of the Alliance for Progress, has a Partners Inter-American Sports Education Exchange Program.[8]

This universality of sports was brought out as far back as 1956 in a UNESCO comparative study of sports in education reported from fourteen member states. General comments and practical suggestions were given concerning the contribution which the practice of sport could make to education for international understanding and cooperation. Ceylon and France reported respectively:

> The field of sport is today considered a laboratory where 'experiments' in human relationships and formation of attitudes are carried out.
>
> Sport brings thousands of young people together ...Sport constitutes a first international language.[9]

UNESCO's involvement in sport and physical education continued in 1976 with the First International Conference of Ministers and Senior Officials responsible for physical education and sport. This conference prepared the recommendations considered at the General Conference. One of

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[8]March L. Krotee, "A Cross-Cultural Analysis of the Pervasiveness of Sport and Physical Activity: Partners in Sport and Physical Education," in "Elsewhere in the World," ed. Larry Horine, The Physical Educator 36 (October 1979): 149-53.

[9]United Nations, United Nations Educational Scientific Cultural Organization, The Place of Sport in Education A Comparative Study (UNESCO Educational Studies and Documents, no. 21), 1956, pp. 54-55.

several endorsed for immediate attention was the establishment of a permanent intergovernmental committee on Physical Education and Sport. Through the 1980's, alternatives and perspectives for national programs and for programs of international cooperation have been suggested.[10]

Reference to the universality of sports and athletics is alluded to in a pamphlet published by the Board of Education of the City of New York. This pamphlet, entitled ESL Pertinent Questions Practical Answers, prepared by the Office of High Schools, sets forth some activities which encourage interaction between English speaking students and students of limited English speaking ability (LESA). One of the four activities mentioned is physical education, because:

> More than likely, LESA students can interact with their English speaking peers on an equal footing in this area, since many of the sports played and exercises done are very similar to those of their own countries.[11]

The term, "transcultural"[12] was encountered by the

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[10]Harold Cordts, "Unesco activities in the area of physical education and sports," in "Reports-Berichte," ed. Verlag Karl Hofman, International Journal of Physical Education 15 (Winter 1978): 39-40.

[11]Office of High Schools, ESL Pertinent Questions Practical Answers, eds. Ann Braunstein and David Krulik (New York: Board of Education of the City of New York, 1979), pp. 11-12.

[12]Szanton, p. 54.

researcher while reading Meghan Donahue and Adelaide Heyde Parson's article, "The Use of Roleplay to Overcome Cultural Fatigue." These authors were using this term to imply that a process of dialogue was needed in the ESL classroom to help the learner make a transition from native culture to target culture and thereby lessen his or her sense of alienation and culture fatigue.[13] These authors drew this term from David L. Szanton's description of his cultural confrontation while serving in the Philippines as a member of the Peace Corps, and applied it to the language acquisition process. Mr. Szanton says in his article:

> Confronting the cultural gap, I would argue, requires emotional readiness as a prerequisite to accurate intellectual perceiving or cognizing of cultural differences. For in transcultural situations like these, one's attitudes precondition one's perceptions and cognitions to a marked degree.[14]

While Mr. Szanton's reflections are not necessarily in the realm of language acquisition in particular, his emphasis on a cultural underpinning to enhance accurate understanding is substantiated by Cem Alptekin's article, "Sociopsychological and Pedagogic Considerations in L_2 Acquisition," where the author states:

Several critics have observed that foreign

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[13]Meghan Donahue and Adelaide Heyde Parsons, "The Use of Roleplay to Overcome Cultural Fatigue," TESOL Quarterly 16 (September 1982): 360.

[14]Szanton, p. 42.

> students' problems in the target culture are essentially sociopsychological and only secondarily linguistic. In other words, linguistic problems are merely part of the individual's sociopsychological difficulties in the target culture, rather than the cause.[15]

Mr. Alptekin continues his discussion by further stating:

> ...in many instances of target language teaching to classes of a multicultural character, it is possible to witness teachers with a world view stopping at their country's border. This prevents them from assessing the stress zones among cultures and equipping their students with useful insights about such problematic areas.[16]

Obviously, Mr. Alptekin acknowledges cultural preconditioning as affecting language acquisition and places responsibility on the teacher to help students evaluate cultural stress zones. This evaluation of stress is the purpose of the aforementioned "transcultural dialogue" process through which the teacher is:

> ...to lead students with culture fatigue to a point where they can look at themselves and others objectively in order to evaluate how they interact with members of the new culture and to consider how they can change their patterns of interaction.[17]

The responsibility of the teacher helping students confront the cultural gap is stated in no uncertain terms

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[15]Cem Alptekin, "Sociopsychological and Pedagogic Considerations in L_2 Acquisition," TESOL Quarterly 15 (September 1981): 280.

[16]Ibid., p. 281.

[17]Donahue and Parsons, p. 360.

in Mark A. Clark's article, "Second Language Acquisition As A Clash of Consciousness," when the author gives recognition to ESL teachers who "expend a significant amount of time helping students adjust to the bewildering pace of American life."[18] However, he has difficulty when this time is viewed simply as personal kindness rather than professional responsibility:

> I contend that professional responsibility to our students must extend to include all aspects of their adjustment to the United States.[19]

Perhaps then our students will experience what Mr. Szanton observed about the Peace Corps Volunteer "...only by learning the patterning of their (Filipinos) ideas and values could he (PCV) begin to communicate his own.[20] Which, of course, is the ESL learners' ultimate goal--communication.

For the ESL adolescent on the secondary level, the achievement of this goal is a means of opening the door to a satisfactory school social life. The pamphlet prepared by the Office of High Schools answers the question of psychological influences on second language learners by saying that a "child's acquisition of his native language is usually a means to an end, namely, socialization."[21] This of course is vital to the overall adjustment of any teenager.

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[18]Clark, p. 388 [19]Ibid.

[20]Szanton, p. 46.

[21]Office of High Schools, p. 6.

In a paper presented at the Biennial Meeting of the Society for Research in Child Development, it was reported that "the second most powerful area affecting overall life satisfaction is the satisfaction the adolescent derived from friends and social life."[22] Given the fact that the ESL adolescent will spend a good deal of his or her time in school and some of that time in the physical education program, it would be appropriate to utilize sports as a topic to bridge the cultural gap and give the ESL student a "linguistic footing" on the gym floor as well as in the classroom.

That sports and athletics have social overtones and affect school participation is brought out in "The Americanization of School Sports: Historical and Social Consequences" by John D. Massengale, who tells us:

> The American phenomenon of school sports is one of the most far-reaching social institutions found in any society. It reaches every level of American society and its influence is clearly evident in all aspects of modern culture...[23]

and then continues:

> Socialization resulting from athletic participation also appears to have an influence on

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[22]Irving Torgoff, et al. Life Satisfaction of Adolescents (San Francisco, CA: ERIC Document Reproduction Service, ED 198 409, 1979), p. 8.

[23]John D. Massengale, "The Americanization of School Sports: Historical and Social Consequences," The Physical Educator 36 (May 1979): 65.

> academic performance, academic achievement and educational expectations.[24]

Actually, this last statement had been concluded ten years before by Eldon E. Synder in a longitudinal study of students values and social participation. The findings indicated:

> ...students with value orientations that stress participation in activities and athletics participate more in school activities and organizations...social participation correlated with educational and occupational achievement.[25]

These last two studies, however, pertain only to native, white, English speaking middle class, secondary level students and, therefore, do not take into account the cultural pluralism that exists in many schools with the growing numbers of ESL students. The implications this cultural pluralism has for further studies will be addressed by the researcher in later conclusions of this essay.

Cultural pluralism and humanism are concepts that have emerged from societal concerns of ethnic awareness, according to Jerry Freischlag in his article on "Cultural Pluralism." He feels that physical educators can do much to advance these concepts by helping young people develop positive attitudes toward other ethnic groups, breaking down stereotypes and fostering positive intergroup

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[24]Ibid., p. 67.

[25]Eldon E. Synder, "A Longitudinal Analysis of the Relationship Between High School Student Values, Social Participation, and Educational-Occupational Achievement," Sociology of Education 42 (Summer 1969): 261.

relationships. A framework for this would be a multicultural education providing students with an understanding of the heritage of all ethnic groups and he states:

> This is no less critical a concern in physical education, sport, and recreation than in any other subject field. Perhaps it is even more vital due to the emotionality and interactions taking place in gyms and on playgrounds and athletic fields.[26]

Mr. Freischlag's observations, like Mr. Szanton's, are not particularly concerned with language acquisition; nevertheless, the value of positive social interaction and respect for cultural differences will play an important role in shrinking the "social distance"[27] between native English speaking and non-English speaking interactants. Secondary level TESL educators should aim to provide students with language that can be of immediate usefulness. In order to do this educators should consider those social situations where the ESL student will have the most opportunity to interact with the target language group. This essay maintains that one salient situation on the secondary level is the physical education program; and, therefore its potential to motivate ESL students to use the target language should be capitalized upon.

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[26]Jerry Freischlag, "Cultural Pluralism," Journal of Physical Education and Recreation 48 (May 1977): 22-23.

[27]John H. Schumann says social distance pertains to the individual as a member of a social group which is in contact with another social group whose members speak another language in his article "Social Distance As A Factor In Second Language Acquisition" in Language Learning 26 (June 1976): 135.

In her article, "Building Reading Vocabulary in PE and Health Classes," Helen James suggests various language building activities;[28] in the same journal, several years later, Peter Werner states:

> ...Children deserve an approach to curriculum which gives meaning to their lives. They need to see relationships, not just isolated subjects. Integrating language experiences with movement is a valid start in accomplishing this task.[29]

Again, in another physical education journal we find:

> The increased recognition of sport, dance, exercise and play as avenues fostering positive human growth provides educators with unlimited opportunities to be imaginative...[30]

If physical educators are calling for an integration of language and physical activity within the native language speaking groups, then ESL educators should not ignore the possibilities this presents for their own classes. Alptekin remarks:

> It goes without saying that other pedagogic means exploiting the instrumental motives of the foreign language learners in the target culture needs exploration. Only then can

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[28]Helen J. James, "Building Reading Vocabulary in PE and Health Classes," Journal of Physical Education and Recreation 48 (May 1977): 56.

[29]Peter Werner, "Teaching Language Through Movement," Journal of Physical Education and Recreation 52 (February 1981): 25.

[30]E. Keith Milner and Randy L. Model, "Interdepartmental Services: Services in Sport and Movement," The Physical Educator 37 (March 1980): 11.

> educators create useful affective conditions to achieve a possible optimum in the attitudinal domain of foreign language acquisition in the target setting.[31]

In considering a pedagogic means to exploit the social situation experienced by the ESL student in the physical education program, the researcher settled on a functional/notional approach because "...the notional syllabus... takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors."[32] However, keeping communicative competence in mind creates aproblem in devising a situational framework, as in using physical education programs, for developing language because language is not constrained to the situation. In other words, students participating in a ball game are not constrained to talk only about the game but could be discussing where they will go once the game is over. If the ESL student cannot participate in the language function of inquiring about the existence (general notion) of an ice-cream parlor (specific notion) nearby or in the function of deciding between one place or another, then he or she is left on the margins of a social situation.

Another problem encountered by the researcher in attempting to set forth a functional/notional framework is

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[31]Alptekin, p. 282.

[32]D. A. Wilkins, Notional Syllabuses, (London: Oxford University Press, 1976), p. 19.

the relative newess of this approach which prompts Wilkins to say: "...when it comes to attempting to produce a notional syllabus, there is no available semantic (notional) framework in terms of which it can be prepared."[33] Nevertheless, L. G. Alexander, in his supplement to van Ek's work, feels that the Threshold Level Specifications set down by van Ek provide the means of developing alternative frameworks because of their emphasis on behavioral (sic) objectives rather than simply grammatical ones.[34] He continues to discuss the possibilities, challenges and problems of four possible alternative frameworks but concurs with Wilkins by saying "...it will be a long time before we have sufficient variety of such forms of organization to be able to assess their relative efficacy."[35]

To resolve the vagueness and broad possibilities generated by the concept of notional syllabuses, the researcher plans to apply the Threshold Level Specifications to a "situational" approach because these specifications "...cover not only grammar and lexis, but functions, notions and their exponents, settings and topics, social and

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[33]Ibid., p. 20.

[34]L. G. Alexander, "Supplement: Threshold level and methodology," in The Threshold Level For Modern Language Learning In Schools, by J. A. van Ek (London: Longman Group Ltd., 1977), p. 155.

[35]Ibid.

psychological roles, and style and range of experience."[36] These would then be all the major factors that could come into play in a situation. What we must also consider is the fact that Threshold Level was produced for language learning in Europe and has as a general aim "to enable learners to survive...in temporary contacts...in everyday situations...and to establish and maintain social contacts."[37] Even though our ESL students, for the most part, will not be temporary but permanent residents, the researcher feels that the overall thrust of using language for immediate communication is still applicable and worthwhile utilizing.

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[36] Ibid., p. 157.

[37] J. A. van Ek, The Threshold Level For Modern Language Learning In Schools, (London: Longman Group Ltd., 1977), p. 11.

III. PROCEDURES

The researcher would like to present the procedures in two parts. The first part offers some general considerations and observations by the researcher on the topic of sports in the ESL classroom; the second part presents some specific considerations of a functional/notional approach to the topic of sports in the ESL classroom and the topic's relatedness to the social situation of the physical education program.

General Considerations and Observations

Topic

Four popular American sports: baseball, basketball, track and tennis. This topic could be part of a larger unit on leisure and recreation.

Purpose

The purpose is twofold: (1) to utilize a transcultural topic which, because of its universality, will motivate interest and stimulate language; and (2) to utilize the social situation of the physical education program to generate language of immediate usefulness for the secondary level ESL student.

Population

Secondary level ESL students

Time

The time of presentation can be very flexible, especially considering the seasonal aspects of the topic. However, following one of the premises of this essay, that ESL students on a secondary level are immediately involved in the physical education program of school, it is suggested by the researcher that some aspect of the topic be utilized in the beginning of the school term.

Duration

The duration of presentation should also be flexible. Sports and athletics as a situational topic should be used to stimulate language communication that is of immediate usefulness to the student.

Setting

The researcher considers the topic as appropriate for classroom presentation with the idea of use by the student when also in another setting such as the gym, field or stadium.

Materials

The researcher would suggest some of the following as

samples of materials:

-- daily newspapers or magazine articles on sports
-- school newspaper
-- local and school library resources
-- reading series on sports biographies
-- certain values clarification exercises
-- teacher-made materials such as: shapes of playing areas; games devised to be played within a context of a sport; run-off dittos of basic rules of play or play procedure; taped sequences of play announcement and audience response; bulletin boards featuring sports
-- student's own sports games from home
-- models of equipment used in the various sports
-- models of sportswear clothing
-- films

Other Experiences

-- attend a real game
-- play a real game
-- report on a T.V. assignment
-- interview the school coach
-- use the gym or field during instruction
-- roleplay

Some Specific Considerations of a Functional/Notional Approach to the Topic of Sports

This section will present the topic of sports superimposed upon the listing of ten considerations in a situational application of a functional approach to language teaching as set forth by L. G. Alexander in appendix A. The researcher's examples of the applications of these considerations are only samples within the broad complexity of language presented in the functional/notional approach. The researcher has added an eleventh category of cultural considerations.

1. LANGUAGE FUNCTIONS

As mentioned before, the functions of language are not constrained to the particular topic or social situation. The researcher has selected various language functions from J. A. van Ek's work on Threshold Specifications, listed them in appendix B, and will refer to them throughout the continuation of these considerations. The language functions are given under broad categories and then sub-divided.

Example: Broad Category (6) Socializing
Most ESL courses in their initial stages take into account the functional sub-divisions of greetings, introductions and leave taking. However, two other functions very often used in a sports or physical education setting are:

Sub-division: (6.5) To attract attention

What will the ESL student experience or be expected to respond to in regards to this language function:

-- buzzers, whistles and other such devises are meant to attract attention and should be responded to by all members of the team

-- players often call to each other either by name or isolated utterances:

-- Maria, ____

-- Here!

-- Over here!

-- Me!

-- I'm free!

-- Watch!

-- Watch this!

-- Are you ready?

-- Pay attention!

Sub-division: (6.7) To congratulate

-- Congratulations!

-- Good play! (shot, throw, pass)

-- Great game!

-- Nice race!

-- You did a good job!

-- 'nice going!'

-- 'way to go!'

2. GENERAL NOTIONS

The following general notions are selected from van Ek's Threshold Specifications with sample utterances devised by the researcher. At times, the researcher has also made reference to categories of language functions. These references are indicated by an asterisk.

Existential Notions

existence/non-existence

-- Is there a ball game today?

-- No, there's no game today.

*Language function: (1) Imparting and seeking factual information by (1.4) asking.

possibility/impossibility

-- Can we play here?

-- I can't run in these shoes.

-- Is it possible to play tennis now?

-- It's impossible to jog on this track.

*Language functions: (2) Expressing and finding out intellectual attitudes by (2.14) expressing capability or incapability and (3) Emotional attitudes by (3.9) expressing dissatisfaction.

demonstration

-- Please, show me how to play?

-- How do you hold the bat?

demonstration: continued

-- Is this right?

-- I'll show you how.

*Language functions: (5) Getting things done (suasion) by (5.2) requesting others to do something; (5.7) offering assistance; (5.8) requesting assistance.

Spatial Notions

location

-- Throw the ball over there.

-- Put your foot on the line.

-- Stand inside (outside) the court.

relative position

(characteristically expressed through prepositions such as: in, on, at, against, under, behind, in front of, next to, between, etc.)

-- Stand under the basket.

-- Catch the ball at your waist.

-- The ball bounced between my legs.

distance

-- The track is near the school.

-- The meet is two blocks from the school.

-- Are the courts far?

motion

-- I want you to run around the track three times.

motion: continued

-- You must jump for the ball on the rebound.

-- Practice swinging the racquet.

direction

-- Pass the ball down court.

-- Let's jog through the park.

-- Throw the ball to second base.

dimensions of: size

-- These sneakers are too big.

-- How tall are you?

length

-- I ran the 500-yard dash.

-- The marathon is a long race.

weight

-- This bat is too heavy.

-- My racquet is very light.

-- How much do you weigh?

space

-- My locker is very small.

-- You have plenty of room.

-- I need a lot of space to do my exercises.

Temporal Notions

point of time, period

-- The practice is tomorrow.

-- The playoffs are next week.

-- Be in the gym at second period.

sequence

-- First, run to the net then run back to the line.

-- Here's the lineup: first, _____; second _____

future reference

-- I am going to the tennis match.

-- Are you playing next week?

present reference

-- Are you still practicing?

-- Roberto plays basketball every afternoon.

-- Our school leads in games won this year.

past reference

-- I missed the catch.

-- The game just finished.

-- We played well last week.

earliness/lateness

-- I don't want to be early (late).

-- If you come early, we can practice.

length of time/duration

-- We've been waiting to play for two hours.

-- I have waited since two o'clock.

-- The game took over an hour to play.

speed

-- Run as fast as you can.

-- I got a slow start.

-- Tennis is a fast game.

frequency

-- I never (sometimes, always) watch sports on T.V.

-- We jog every Sunday.

repetition

-- Practice that shot again.

-- I exercise several times during the week.

commencement/cessation

-- The game started at three o'clock.

-- Let's go to _____after the game.

-- The match ended in a tie score.

Quantitative Notions

number

-- There are nine players on a baseball team.

-- We scored twenty points in the fourth quarter.

-- There are six games in a set of tennis.

degree

-- My serve is much better now.

-- I'm a little worried about playing tonight.

-- That was a good play.

-- I'm very sorry.

Qualitative Notions

physical: shape

-- The ball is round.

-- The court is rectangular.

-- The track is oval.

color

-- My new warm-up suit is blue.

-- I bought orange tennis balls yesterday.

-- My gym shorts are green with white stripes.

condition

-- I have a 'basketball' finger.

-- I sprained my wrist.

-- She's all right now.

accessibility

-- The locker room is open now.

-- You can use the gym now.

-- The courts close at ten o'clock.

evaluative: quality

-- That was the best (worst) game I have played all season.

-- This racquet is better than that one.

rightness/wrongness

-- What's the matter?

-- What's wrong?

-- I don't think you should run that far.

-- That was the wrong way.

desirability/undesirability

-- I don't like basketball very much.

-- I like tennis better than baseball.

-- I would like to leave the game early.

correctness/incorrectness

-- Is this the right way to take my mark?

-- That's not the right way to warm-up.

successfulness/unsuccessfulness

-- We tried but we didn't succeed.

-- I failed to make the finals.

-- Our school won the game.

capacity/incapacity

-- I can't go with you after the meet.

-- I can play that position.

evaluative: quality

-- That was the best (worst) game I have played all season.

-- This racquet is better than that one.

rightness/wrongness

-- What's the matter?

-- What's wrong?

-- I don't think you should run that far.

-- That was the wrong way.

desirability/undesirability

-- I don't like basketball very much.

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-- That's not the right way to warm-up.

successfulness/unsuccessfulness

-- We tried but we didn't succeed.

-- I failed to make the finals.

-- Our school won the game.

capacity/incapacity

-- I can't go with you after the meet.

-- I can play that position.

instrumental

-- She used a glove to catch the ball.

-- You can catch better with a glove.

benefactive

-- The winner of the race received a large trophy.

-- The audience applauded the home team.

causitive

-- Can I have my number changed?

-- Can I have an extra turn?

-- Can we have a time-out called?

contrastive relations

equality/inequality

-- Baseball is different from tennis.

-- That's not the same play we practiced.

-- Please, give me another glove.

possessive relations

ownership/possession

-- That's my locker.

-- Our team scored the most points.

-- You can't walk on the court without sneakers.

logical relations

conjunction/disjunction

-- I like to play as well as watch.

-- The red and blue teams will compete tonight.

conjunction/disjunction: continued

-- You can pitch or catch.

inclusion/exclusion

-- You can play with us.

-- Do you want to race on our team?

-- We all struck out except Luis.

Some other general notions that arise from the context of the topic and which the instructor should clarify for the students: team/individual; contact/non-contact; and, hometeam/visiting team.

3. SPECIFIC NOTIONS

These are conditioned by the particular topic, namely, the four sports in question. Following are some specific notions according to each sport:

	Tennis	
tennis ball	play	tennis
racquet	serve	singles
	return	doubles
court	volley	team
net	swing	
foul line	run	tournament
	fault	open
player	double-fault	set

partner
server
coach
referee
lineman

serve
volley
return
swing
backhand
forehand

match
game

love
fifteen
thirty
forty
deuce

Track

stop watch
tape
running shoes
jogging suit
warm-up suit
baton
starter's gun

track
course
lane
field
race
stretch
home stretch

run
jog
start
race
compete
stretch
finish

racer
runner
jogger
coach

pace
lap
time

track events
meet
heat
trials
relay
medley
dash
yard
meter
mile
distance
marathon
cross country

points

Baseball

baseball	pitch	walk	game
bat	catch	run	inning
base	hit	throw	series
glove (mitt)	run	hit	playoffs
scoreboard	throw	ball	World Series
homeplate	strike out	strike	
	steal	single	grandstand
field	lead	double	bleachers
stadium	slide	triple	box-seat
	score	homerun	
player		fly	fastball
batter		error	slowball
hitter	right field		curveball
pitcher	left field	foul line	
catcher	center field	base line	mound
runner			dug out
umpire	1st base(man)		bull pen
coach	2nd base(man)		
manager	3rd base(man)		
	shortstop		
	outfielder		

Basketball

ball
basketball
basket
backboard
scoreboard

court
up court
down court
center court
foul line
key

shot
lay-up
set-up
rebound
free throw
jump ball
jump shot
foul

run
shoot
throw
pass
bounce
dribble
rebound
score

team
player
forward
guard
coach
manager
referee
scorekeeper
timer

game
playoff

points

time-out
over-time
half-time

buzzer
whistle
quarter

cheerleader

personal foul
team foul

Other Specific Notions

star	tie-score	win
fan	warm-up	lose
winner	exercise	beat
loser	work out	cancel
pro	record	lead
amateur	ticket	tie
	schedule	trail
gym	practice	exercise
locker		practice
locker room	pep talk	rank
	rally	
rank	huddle	
parts of the body		

4. SETTING

In the first part of the procedures, the setting was considered in terms of instructional setting with the application flowing over into the situational setting of the physical education program. However, in this second part, the setting will be considered in its situational role as determined by the topic of sports. In doing this, the teacher must consider L. G. Alexander's distinctions between the "concrete" and the "general" setting and their influence on "transactions" and open-ended conversation.[38]

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[38]Alexander, "Supplement," pp. 158-59.

The "concrete" setting will lead to transactions, i.e. the predictable language events that follow in a paradigmatic fashion, such as traditional dialogues built upon some transactional motive. However, the difference between dialogues in a traditional language teaching approach and those in a functional/notional approach is that the former are presented for grammatical structure whereas the latter are presented for the useful communicativeness of the utterance which may apply to more than one setting with a change in the specific lexical notions. Consider the following transaction in the concrete setting of the gym:

1. John: "Roberto, are you going to play tennis today?"
2. Roberto: "No, I don't think so."
3. John: "Why not?"
4. Roberto: "I forgot my racquet."
5. John: "I have one in my locker that you can use."
6. Roberto: "Thanks! I'll see you at three o'clock."

Let us examine the useful language functions in the above exchange and also the other possible realizations of the transactions:

1. John is asking for factual information by inquiring about intention to do something.

   "_____, are you going to play tennis today?"

Other realizations:

"Are you playing_____?"

"Do you intend to play_____?"

"Do you think you will play_____?"

2. Roberto expresses his negative intention followed by an expression of uncertainty.

"No, I don't think so."

Other realizations:

"No, I'm not sure."

"No, I think not."

"No, I'm not certain."

3. John questions the intention or uncertainty.

"Why not?"

Other realizations:

"How come?"

"What's the matter?"

"Why don't you think so?"

"Why aren't you sure?"

4. Roberto reports the fact that explains incapability.

"I forgot my racquet."

Other realizations:

"I left my racquet home."

"I don't have my racquet."

"I can't play without a racquet."

"The reason is I forgot my racquet."

5. John reports the fact that suggests a solution and gives permission.

"I have one in my locker that you can use."

Other realizations:

"I have an extra one..."

"I have another one...."

"You can use my extra one."

"I can give you my other one."

6. Roberto expresses appreciation and intention.

"Thanks! I'll see you at three o'clock."

Other realizations:

"Thanks alot!"

"Thanks, that's great!"

"Thanks, I appreciate it."

"Great!"

Now let us consider the other aspect of the setting which is more "general" and can lead to open-ended conversation. This again takes into account that language is not constrained and any topic may be discussed despite the setting. The setting may serve as a general starting point and this can be utilized very well in role-playing situations. In discussing role-playing, Di Pietro says:

> We teachers should provide our students with enough English (a) to recognize the role-intentions of others and (b) either to complement those roles or to counter them with personally-desired ones...A good basis for

> formulating the verbal strategies which fulfill both types of roles is the functional/notional syllabus. However, functions and notions must be made situationally and personally relevant.[39]

Using the backdrop of the physical education program as the relevant social situation, an instructor could, either in a controlled or totally open role-play, devise a series of situations for communicative practice. Consider the following controlled role-play in the general setting of the gym with optional roles written on index cards for the students:

Role A: John wants to play tennis with Roberto and has an extra racquet.

or

Role B: John wants to play tennis with Roberto but does not have an extra racquet.

Role C: Roberto wants to play tennis but does not have a racquet.

or

Role D: Roberto does not want to play tennis with John and does not have a racquet.

Combinations of the intentions and availability of equipment lead the students to look for solutions, express other intentions and acquiesce to or resist these. This controlled

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[39]Robert J. Di Pietro, "Discourse and Real-Life Roles in the ESL Classroom," TESOL Quarterly 15 (March 1981): 29.

role-play could be continued as open-ended by supplying one of the characters with another card that might read:

-- "What else could we do?"

-- "Do you want to do something else?"

-- "By the way, how's your family?"

-- "Did you get your test back?"

In the planning of these the instructor is always mindful of the functions of the language and what the student wants to be able to do with the language in the social situation.

5. SOCIAL, SEXUAL, PSYCHOLOGICAL ROLES

Within the social situation of the physical education program, students while playing sports might find themselves in the following roles:

Social

teammate/teammate	friend/friend	player/opponent
player/coach	player/referee	

player as friend/opponent as friend
player as stranger/opponent as stranger
audience as home/audience as visitor

Psychological

neutral	sympathetic	belligerent
jubilant	disappointed	grateful
fearful	awkward	obligated

pressured apologetic forgiving

capable/incapable approving/disapproving

In exploring these roles with the students and devising language activities involving them, the instructor must consider the cultural differences that might affect the communication of the students or cause inappropriate responses to situations. Suppose for example that Roberto, in the aforementioned role-playing situation, does not want to play tennis and feels that not having a racquet is a good excuse. Does he react to John's offer of a racquet by:

(a) acquiescing out of a cultural constraint of not offending someone's offer, or

(b) recognizing his right to refuse and politely countering the offer

If he acquiesces and finally admits that he never wanted to play, he might be faced with:

"Why didn't you say so in the first place?"

Finally, the sexual roles, especially of women in sports, can be explored for stereotyping, cultural differences and sexist language.

6. STYLE/REGISTER

The style and register that the student chooses should be directly related to the social situation or the roles being played. In all probability, the ESL student will be

exposed to a good deal of informal language in the physical education program. By using a functional/notional approach, the teacher takes into account and provides for informal and formal ways of expressing the language functions. For example, consider the language function of expressing disagreement with the roles of student as batter and student as umpire in the general setting of an outdoor field at baseball practice:

Batter: (does not swing on the pitch)
Umpire: "Strike!"
Batter: "Are you kidding?"
"Are you for real?"
"Are you blind?"
"That was not over the plate."

The above exchange might be considered highly informal but it is also very realistic and our ESL students must learn to respond to the realism of the world that they are contending with while struggling with the language. Consider the same situation but with the roles of student as batter and an adult coach as umpire:

Batter: (does not swing on the pitch)
Umpire: "Strike!"
Batter: "I disagree with that call."
"I'm sorry, I don't agree with that call."
"I really don't think that was a strike."

7. STRESS AND INTONATION

The researcher feels that the common stress and intonation patterns are all applicable within a functional/notional approach and would also suggest:

-- modeling and practicing typical 'cheers' used by audiences

-- exploring the cultural differences of audience reactions

-- exploring the nuances of stress and tone to express the psychological roles within the social situation. While the ESL student might not be able to immediately produce tonal or stress nuances, it might be helpful if he or she could recognize some of them:

"Do YOU want to play tennis?"

"Do you want to play TENNIS?"

8. GRAMMAR

It is in the treatment of grammar that the functional/notional approach exhibits the greatest divergence from traditional structural approaches. Since functional/notional is concerned with immediate communicative competence, its focus is on the performing of functions rather than on the presentation of grammar and, as a theory of approach

to language learning, Wilkins states that:

> Although we will probably choose to isolate particular forms from this rich linguistic environment to ensure adequate learning of the grammatical system, there will be no ordered exposure to the grammar of the language.[40]

This leads him to later say, "The potential of the notional syllabus as a structure for language teaching is obviously still largely unexplored."[41] On the other hand, van Ek suggests that, "...a functional/notional emphasis does not preclude the possibility of well-considered structural grading!"[42] Therefore, both authors agree that the objective of effective communication cannot be realized without the knowledge and use of the proper grammatical forms.

The researcher feels, that as instructors, the clue to extracting ourselves from a seeming dilemma is in the words of van Ek's quote, 'well-considered.' By considering the functions and general notions which the students will have most immediate need of expressing while participating in sports and the physical education program, the instructor can monitor the acquisition and production of correct grammatical forms, but does not have to limit those forms in a particular order or limit what the student produces because that particular structure has not yet been presented. Let us consider that students in a physical education program

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[40]Wilkins, p. 19. [41]Ibid., p. 55.

[42]van Ek, p. 22.

might have an immediate need to use the function of asking regarding the general notion of demonstration:

"Please, show me how to hold the bat?"

"Show me how to pass the ball?"

The ability to express this vital function should not be denied because the grammatical structures involved are generally not presented until later. Consider some other realizations of this function and notion:

"Can you show me how to hold the bat?"

"Could you show me how to hold the bat?"

"Would you show me how to pass the ball?"

Rather than considering that modality is a much later presented structure, the instructor should consider which is the most natural and commonly used form which will achieve the objective for the student regardless of where that form fits into a traditional structural approach.

9. VOCABULARY

The specific notions involved in sports and physical education comprise the vocabulary that the instructor would choose to present, as well as certain other lexical items that flow from the functions and notions. For instance, the researcher did not include in the specific notions the verb 'to be'; however, the student cannot easily inquire about the availability of any specific notion without that lexical

item. The specific notions also lend themselves to presentation of certain lexical expansions such as:

-- forming compound words

baseball	teammate
basketball	teamwork

-- the noun forming -er suffix

runner	catcher
batter	player

10. PARALINGUISTIC FEATURES

These features include the body language, gestures and facial expressions used by the speaker. In combination with the articulated word they add meaning to the communication; in isolation they also carry meaning. According to L. G. Alexander, these features have never been codified sufficiently,[43] yet it stans to reason that in every language they exist as a sublevel for communicating culture as well as meaning.

Let us consider, for an example, one of the functions of socializing discussed earlier--congratulations. Players, either on teams or in individual competition, have many gestures signalling or accompanying expressions of congratulations:

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[43] L. G. Alexander, "Materials Design," p. 250.

-- thumb and index finger in a closed circle with remaining fingers upright indicates 'O.K.' or 'good play'

-- a clenched fist, shaken slightly with arm half raised indicates satisfaction with a play or move executed well

-- the index and middle fingers formed into a V indicates victory

-- clasping both hands and shaking them shoulder to shoulder or upright over the head indicates achievement

-- actual physical contact, a pat on the shoulder or sometimes on the buttocks, an embrace or a handshake indicate a congratulations

The researcher realizes that some of these gestures might be construed as or rendered as vulgarities in other cultures; however, they are typically American and associated with sports and, therefore, the instructor should explore them with the ESL students and discuss the cultural implications involved with their use.

11. CULTURAL

This consideration is being added by the researcher in the form of questions upon reflecting on some cultural implications of the topic of sports in American society.

These questions are as follows:

-- Why do we stand for the Star Spangled Banner song at the beginning of a baseball game? Is this done before any of the other sports considered?

-- Why do we wear buttons or carry banners of different teams?

-- What does the popular adage: "It doesn't matter if you win or lose; it's how you play the game!" say of American sportsmanship?

-- What is the proper response of th loser to the winner? What is proper for the winner to the loser?

-- Is it proper for a player to disagree with the umpire, referee or coach? What are audience responses that show disapproval or approval and are they considered culturally proper?

-- How much sexist language is associated with sports?

-- What type of dress reflects a person's involvement in sports? Is sportswear in fashion?

-- How do names of teams reflect geographical location?

-- To what extent are colleges noted for and chosen for their various sports teams?

-- How "plurally ethnic" are the various sports?

-- Consider the variety of idioms in American speech that are influenced by sports. Some of these are listed in appendix C.

IV. CONCLUSION

This essay has maintained that the theme of sports in and outside of school is a transcultural one due to its universality. It therefore presents the ESL instructor with a perfect situation to introduce language and culture that the ESL student on the secondary level will have immediate use for because the student is expected to participate in the physical education program of the school.

The concern for the immediate usefulness of the language in the social situation of the physical education program led the researcher to consider the application of the functional/notional approach as outlined in L. G. Alexander's article and presented on the Threshold Level by J. A. van Ek. This approach concerns itself with communicative competence while not losing sight of structure and grammar. This essay overviewed samples of the components and considerations that a functional/notional approach to the theme of sports would entail for the ESL instructor attempting to utilize the theme within that approach. Certainly this study could be further developed through lesson planning within a syllabus. The approach also brings in an interdepartmental relationship with the

physical education program which should be pre-discussed before the ESL instructor begins introducing the topic in the classroom.

Two of the studies cited, regarding the effects of sports participation on students, used a particular control group exclusive of the ethnic variety found in non-English speaking groups. It would be a further study to investigate just how fully ESL secondary students do participate in the physical education program of the school and how has the cultural pluralism of their numbers affected changes in the participatory sports offered within the physical education curriculum or after-school activities.

The researcher realizes that an ample amount of material was given for consideration but, nonetheless, it was not exhaustive. Neither could or would the ESL instructor wish to spend an exhorbitant amount of time on this particular theme. However, as has been maintained throughout this essay, the theme of sports is universal and by capitalizing on this fundamental aspect, the ESL students can be given useful and enjoyable communication skills from the beginning of their school term.

APPENDIX A

Listing of Ten Considerations in a Functional/Notional Approach

1. FUNCTIONS: These are "language acts": i.e., what we want to use the language to do

2. GENERAL NOTIONS: These are abstract time-and-space relations which connect with functions

3. SPECIFIC NOTIONS: These are items which are directly determined by the topic

4. SETTINGS: That is, where people are when the transaction or interaction takes place and how (if at all) the setting influences what is said

5. SOCIAL, SEXUAL AND PSYCHOLOGICAL ROLES: That is, who is talking to whom, what their relationship is and how they feel; how these factors influence the language the speaker uses

6. STYLE/REGISTER: That is, the way we express ourselves to reflect our attitudes which can range between extremes

7. STRESS AND INTONATION: Attitude and emotion are conveyed not only by what we say but by the rise and fall of the voice

8. GRAMMAR: i.e., the means we use to express ourselves, which is the product of the factors listed above

9. VOCABULARY: i.e., the lexical items we need, which are a product of the factors listed above

10. PARALINGUISTIC FEATURES: Such as gesture, facial expression, etc., none of which has, as yet, been satisfactorily coded for language learning purposes

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SOURCE: L. G. Alexander, "Materials Design: Issues for the 1980's A European Point of View," in Second Language Classroom, eds. James Alatis, Howard Altman, and Penelope Alatis (New York: Oxford University Press, 1981), p. 250.

APPENDIX B

Selected Language-Functions for Threshold Level

1 Imparting and seeking factual information

1.1 identifying
1.2 reporting (including describing and narrating)
1.3 correcting
1.4 asking

2 Expressing and finding out intellectual attitudes

2.1 expressing agreement and disagreement
2.2 inquiring about agreement and disagreement
2.3 denying something
2.4 accepting an offer or invitation
2.5 declining an offer or invitation
2.7 offering to do something
2.14 expressing capability and incapability
2.18 expressing how certain/uncertain one is of something
2.19 inquiring how certain/uncertain others are of something
2.20 expressing one is/is not obliged to do something
2.21 inquiring whether one is obliged to do something
2.24 giving and seeking permission to do something

3 Expressing and finding out emotional attitudes

3.1 expressing pleasure, liking
3.2 expressing displeasure, dislike
3.4 expressing interest or lack of interest
3.5 inquiring about interest or lack of interest
3.6 expressing surprise
3.8 expressing satisfaction
3.9 expressing dissatisfaction
3.11 expressing disappointment
3.12 expressing fear or worry
3.16 expressing gratitude
3.17 expressing sympathy
3.18 expressing intention
3.19 inquiring about intention
3.20 expressing want, desire
3.21 inquiring about want, desire

4 Expressing and finding out moral attitudes

4.1 apologizing
4.2 granting forgiveness
4.3 expressing approval
4.4 expressing disapproval
4.5 inquiring about approval
4.6 expressing appreciation
4.7 expressing regret
4.8 expressing indifference

5 Getting things done (suasion)

5.1 suggesting a course of action
5.2 requesting others to do something
5.3 inviting others to do something
5.4 advising others to do something
5.6 instructing or directing others to do something
5.7 offering assistance
5.8 requesting assistance

6 Socializing

6.1 to greet people
6.2 when meeting people
6.3 when introducing people and when being introduced
6.4 when taking leave
6.5 to attract attention
6.7 to congratulate

SOURCE: J. A. van Ek, The Threshold Level For Modern Language Learning In Schools, (London: Longman Group Ltd., 1977), pp. 37-39.

APPENDIX C

Listing of Idioms

beat the clock
bottom of the ___
break a record
called on account of
cover the bases
cross the finish line
fast break
forced play
free throw
get in shape
got a break
in the fast lane
in the key
MVP (most valuable player)
no runs, no hits, no errors
on the bench
on the right track
over the fence
play of the game
play the net
seconds left
set the pace
7th inning stretch
steal a base
strike out
take a lead
take a rain check
take it out
take your mark, get set, go
the ball's in your court
three strikes and you're out
three up, three down
throw a curve
time out
top of the ___
toss the coin
way off base
what a racquet
win by a mile
win by a nose

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